

**Working Towards a Recommended Common Core of Measures
Of Early Childhood Professional Development:
Issues and Preliminary Recommendations**

**White Paper
Draft of July 5, 2007**

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Limitations with existing measures of early childhood professional development, and a lack of a common set of definitions and measures, are creating gaps in our knowledge of the size and characteristics of the early childhood workforce. The Office of Planning, Research and Evaluation of the Administration for Children and Families, U.S. Department of Health and Human Services, has set as a goal to address this set of issues through the identification of a Recommended Common Core of Measures of Early Childhood Professional Development.

The purposes of this White Paper are to:

- provide background on this set of issues;
- identify particular areas of difficulty in the definition and measurement of the early childhood professional development; and
- make preliminary recommendations for addressing these areas of difficulty.

Feedback into this preliminary set of recommendations by researchers, policymakers and practitioners can then provide a basis to revise and refine them, with the eventual goal of developing a set of items that can be recommended for use in multiple contexts.

Background

In February 2003, a consortium of federal agencies with research focusing on young children (the Science and Ecology of Early Development, or SEED consortium) sponsored a meeting focusing on early childhood professional development as a contributor to young children's school readiness. In preparation for this meeting, Maxwell, Feild and Clifford (2003, 2006) carried out a review of research with the aim of identifying how key elements of early childhood professional development, such as education, training and certification, were defined and measured. To their surprise, the review pointed not to a clear set of definitions and consistently used set of measures, but rather to a lack of clearly articulated definitions, and perhaps as a result, wide discrepancies in the measurement of the components of early childhood professional development in different research studies.

The problems identified in this review of research were seen as impediments to summarizing findings across different research studies. In addition, they were seen as

possible stumbling blocks to effective planning for efforts to expand or strengthen the early childhood workforce.

To gauge the extent to which problems with definition and measurement of early childhood professional development had implications for accumulating the evidence from research, for providing a basis for informed policy decisions, and for improving practice, a workshop was held focusing specifically on this set of issues in February, 2004. This workshop was sponsored by the Child Care Bureau and the Office of the Assistant Secretary for Planning and Evaluation of the U.S. Department of Health and Human Services. Participants came from all three of the key groups with a strong interest in early childhood professional development: researchers, policymakers and practitioners.

The participants at this workshop confirmed that the problems with definitions and measurement indeed had multiple implications. For example, poor measurement of the current characteristics of the early childhood workforce within states was seen as hindering goal-setting and allocation of resources to strengthen particular aspects of states' professional development systems. Lack of comparability in measurement across sectors of early care and education (home-based and center-based child care, Head Start, pre-kindergarten) and across geographical units (e.g., communities, states) was seen as making it extremely difficult to build towards a more comprehensive picture of the workforce nationally. For individual early care and education practitioners, the lack of clear definitions and measures meant that it was difficult to measure progress in professional development, and difficult to convey information about professional development to possible employers, particularly if the practitioner moved from one state to another.

At the workshop, Maxwell and colleagues again summarized the issues they had identified with definition and measurement. In addition, Brandon presented a review of the status of federal and state data collection on the size and characteristics of the early childhood workforce (Breunig, Brandon & Maher, 2004). They noted problems at the level of particular survey items used in national and state surveys (for example, wording that excluded home-based child care providers who might not identify themselves as "teachers") as well as problems with data collection procedures (for example, poor response rates so that data collected were not representative). They found that reliable data on the size and characteristics of the early childhood workforce were available only in a minority of states.

Brandon posed the challenge of whether it would be possible to address some of the measurement issues by strengthening survey items in federal and state data collection. At the workshop, Jerry West noted that the Department of Education had faced similar issues, especially with lack of comparable data on staffing in schools. In response, the Department of Education had followed a consensus building process to move towards a Common Core of items for states to collect regarding school staffing. One step in this process involved review and discussion of existing measures in order to develop an initial set of recommendations.

Immediately following the meeting, the Child Care Bureau of the U.S. Department of Health and Human Services formed a Workgroup on Defining and Measuring Early Childhood Professional Development in order to continue to move forward on this set of issues. A major goal of the Workgroup has been to learn from the experiences of the Department of Education, and build towards a Recommended Common Core of Measures of Early Childhood Professional Development.

Other efforts of members of the Workgroup have focused on:

- including more extensive and detailed prospective measures of early childhood professional development in specific research studies, including measures of training that occurs outside of formal education, and examining which facets best predict quality in the early care and education environment and to child outcomes (Bryant, 2006; Thornburg, 2006);
- extending our understanding of training efforts occurring through child care resource and referral (CCR&R) agencies by conducting a survey of CCR&R agency and network directors (Sarkar, 2006; Smith, 2006);
- working towards agreement on definitions and measures to be used across state professional development registries participating in the National Registry Alliance (Wallden, 2005; Thornburgh 2006);
- working to link multiple administrative data systems within states by agreeing upon definitions and measures of early childhood professional development to be used across them and utilizing a common identifier (Weber, 2005);
- working towards definitions of quality in higher education focusing on early childhood professional development (Hyson & Biggar, 2006).

Organization of this Paper

As noted earlier, a key step in the U.S. Department of Education's work towards a set of Common Core items regarding staffing in schools was to review existing measures. Following this example, the present paper provides a review of existing surveys and administrative data collection efforts with a focus on early childhood professional development.

We reviewed survey items in major national studies (such as the Early Childhood Longitudinal Study-Kindergarten Cohort), state surveys with a focus on early childhood professional development, and surveys being used by research consortia (such as the surveys developed by the Preschool Curriculum Research Evaluation studies). We reviewed items in administrative data collection efforts (such as the Head Start PIR data), and items in data collection for systems (such as the data collected by National Association of Child Care Resource and Referral Agency concerning professional development). With guidance from the Child Care Research Team of the Office of Planning, Research and Evaluation, we picked exemplars from each of these categories that appeared, upon preliminary review, to have the strongest set of items concerning early childhood professional development.

The specific aims of the review are to (1) identify the items from among existing surveys and administrative data collection protocols that best address the problems that have been identified with definition and measurement of specific areas of early childhood professional development; (2) to identify instances where modification of existing items or the development of new items would be needed in order to address the issues that have been identified; and (3) to develop a survey utilizing the existing survey measures and adaptations the existing measures that best address the issues with definition and measurement that have been identified. The new survey is intended for review and input at this point. With further revisions, it is our intent that this become a widely available resource providing the recommended common core of items.

A summary of the surveys and administrative data sources that were included in the review can be found in Appendix A. Appendix A also contains the first draft of the proposed survey, noting the source for each item, and whether or not the item had been modified from the original. For items in the proposed survey that have been modified from other sources, Appendix B provides a listing of the original (unmodified) survey items and their sources.

The discussion below focuses on specific *constructs* (that is, broad aspects of early childhood professional development) and *subconstructs* (that is, specific facets within these) that the Workgroup on Defining and Measuring Early Childhood Professional Development has recommended should be included in a Common Core. For each subconstruct, we summarize the key problems with measurement that have been identified, relying heavily on the paper described above by Maxwell and colleagues (2006), as well as the discussions of the Workgroup. We then identify specific items drawn from existing data collection instruments that we recommend as best addressing these problems. We also identify ways in which existing items could be strengthened, and where necessary, note the need for development of entirely new items.

Issues and Preliminary Recommendations by Construct

Formal Education

We turn first to early childhood professional development completed through formal education. We refer to Formal Education as the construct, and note the following more specific facets as subconstructs: Level of Education completed, Content of Early Childhood Coursework, Recency, and Application of Skills in Practice. Maxwell, Feild and Clifford (2006) note that even the subconstructs of Level of Education and Content of Coursework, which may seem fairly straightforward, have problems with definition and measurement. Below we note the issues that have been identified with each subcontract and make preliminary recommendations for Common Core measures that would address these issues.

Level of Education

Regarding Level of Education, Maxwell and colleagues note that the way in which response categories are formed in surveys may result in important information being lost. For example, they note that multiple surveys use the category “some college” for those who have completed high school but have not completed a BA. Yet recording the completion of “some college” fails to distinguish between the respondent who has only one college course beyond high school, and the respondent who has nearly completed a bachelor’s degree. “If researchers hypothesize that teachers or providers with 3 years of college, for example, provide different environments for children compared with teachers or providers who have taken only one college- level course, then it would be important to measure college education at a more detailed level” (Maxwell et al., 2006, p. 27). Some surveys combine the categories “some college” and completion of an AA degree, again losing potentially important information.

Other distinctions regarding Level of Education that may be important, and yet that many surveys disregard by combining response options, are: (1) the distinction between a high school degree and a GED; and (2) identifying the highest grade completed when someone has not completed high school. Maxwell and colleagues note that the key issue that needs to be confronted here is that of whether these more fine-grained distinctions indeed matter for the quality of the early care and education environment or for child outcomes. However, in order to address this issue empirically, more discrete categories need to be used in collecting data on Level of Education.

None of the existing surveys that we reviewed had a measure of Level of Education that addressed all of these concerns. Our preliminary recommendation would be to draw on two items: One from the Head Start Impact Study, and one from the Quality Interventions for Early Care and Education (QUINCE) Evaluation. The item from the Head Start Impact Study makes a number of distinctions called for by Maxwell and colleagues. It asks for the highest grade or year of school completed and gives responses options such as “12th grade but no diploma, high school diploma, high school equivalent, some college but no degree, and graduate or professional school, but no degree.” Nevertheless, this item does not distinguish years of education among those with some college. For this response option, we suggest using the wording from the QUINCE evaluation that asks those with “some college but not a degree” to describe the coursework they have completed beyond high school. At a later point in the draft survey in the section on Formal Education, respondents are also asked to record the number of college credits they have completed with Content focusing on children’s development or early childhood.

Content and Extent of Early Childhood Coursework

In their review, Maxwell and colleagues (2006) note that the Early Childhood Content covered in Formal Education tends to be examined in two ways: Whether the respondent had *any* coursework focusing on early childhood, child development “or a related area,” and whether the respondent completed a degree with a *major* in one of these.

A key issue noted by Maxwell and colleagues is that there is a lack of agreement on the content that is considered to be related to early childhood. Different surveys provide different response options. In addition, some surveys do not provide response options but ask the respondent to list any coursework that they perceive as being related to early childhood development. The result is a lack of consistency in how respondents record the Early Childhood Content of Coursework.

Sue Russell, in a presentation at the Brookings Institution regarding early childhood professional development in September, 2004, noted a further issue for consideration here. There is substantial variation across institutions of formal education in terms of what is required for completion of a degree with a major related to early childhood or child development, both in terms of *number* of courses and *content* of courses. She questioned whether it was fruitful to ask about whether the respondent had completed a relevant major, or whether it would be preferable instead to document the number of courses completed with early childhood or child development content and to develop a way of describing the content of coursework.

An emerging hypothesis is that the lack of specificity in the measurement of the Content of Early Childhood Coursework may help to explain why completion of a degree with a major related to early childhood development has not been found to be a strong predictor of quality in early care and education settings (Bryant et al., 2006; Zaslow, 2006; Early et al., 2007).

A parallel set of issues will be noted below regarding the need to document more specifically the Content covered in Training completed outside of Formal Education. In anticipation, we note here a recommendation that descriptors of the Content of Early Childhood Coursework should be the same as those used to describe the Content of Training completed outside of Formal Education.

Both with respect to Formal Education and with respect to Training, a key issue is accuracy of respondent recall. Thornburg and Wallden, members of the Workgroup on Defining and Measuring Early Childhood Professional Development, have questioned whether it is possible to get detailed information about the Content of Early Childhood Coursework via self-report (2006). They recommend that all information about the Content of Early Childhood Coursework be derived from review of official transcripts. They recommend using official transcripts to:

- record the number of college credits earned completing courses focusing on early childhood or child development content as a measure of Extent of Early Childhood Coursework; and
- review coursework for coverage of Core Knowledge areas agreed upon by the National Registry Alliance as a measure of Content.

This process is followed in a number of states with Early Childhood Professional Development Registries.

Another approach to the issue of respondent recall is to move away from retrospective data in which the respondent is asked about coursework completed in the past year or years. As one example, the QUINCE Evaluation is collecting data prospectively (as the respondent is moving forward with her early childhood professional development) at fairly close time intervals. A key issue to be considered in moving towards greater specificity regarding the Content of Early Childhood Coursework, then, is to consider not only categories in which to record the coursework, but also the data collection approach.

Appendix A includes a preliminary set of recommended items focusing on the Content of Early Childhood Coursework. We caution that Appendix A contains items in survey format, and thus this set of items does not address the issues noted above regarding respondent recall. It is undoubtedly preferable to use the approach of transcript review or prospective data collection where possible. However, when it is necessary to rely on respondent recall, the items in Appendix A attempt to address the issues noted above.

- We found the listing of majors for college or graduate degrees from the NICHD Study of Early Child Care and Youth Development to be comprehensive. The draft survey in Appendix A includes this item.
- We also note as a preliminary recommendation the possibility of categorizing the content of Early Childhood Coursework completed using the Core Knowledge Areas developed by the National Registry Alliance. As noted in the draft survey in Appendix A, we suggest modifying the list of Core Knowledge Areas by adding items focusing on specific aspects of development (such as early language and literacy development) as well as specific age groups (such as working with infants and toddlers) and groups of children with special needs (such as children who are English Language Learners). We provide several groupings of items (e.g., a separate set involving broad background knowledge, one focusing on more specific content areas, and one focusing on specific age groups).
- As noted earlier, we emphasize that work on describing the Content of Early Childhood Coursework obtained through Formal Education and the content of professional development completed through Training should be coordinated. The discussion under Training below extends the discussion, pointing to the CDA categories and the content areas in the National Association for the Education of Young Children's standards as further possible approaches to developing categories to describe Content. However our recommendation in both areas (Formal Education and Training) is to describe Content using an extension of the categories developed by the National Registry Alliance.
- As noted earlier, in addition to describing Content, the National Registry Alliance recommends recording total number of college credits completed with a focus on early childhood or development as a measure of the Extent of Early Childhood Coursework. As can be seen in Appendix A, we propose asking respondents to note the number of college credits with a focus on early childhood education or development that they have completed.

Recency

The review completed by Maxwell and colleagues (2006) notes that some data collection instruments restrict their focus to coursework completed recently, for example asking only about coursework completed in the past year. This approach raises the question of whether coursework or a degree completed years ago has the same implications for the quality of early care and education as coursework completed recently.

A key question in moving towards a Recommended Common Core is whether items should be included asking when a degree was completed, and/or whether coursework with a focus on early childhood development was completed recently. This will require defining the time period for recent coursework. A key issue for discussion, then, will be whether “recent” should be interpreted as within the past six months, year, two years, or beyond.

As can be seen in Appendix A, we recommend that rather than identifying a cutoff for what should be considered “recent” coursework, the respondent instead reply to a question about when the most recent course was completed (for example, within 6 months).

Application of Skills in Practice

An issue that has emerged in the research on early childhood professional development is that of whether the professional development stops at requiring the mastery of new knowledge, or goes further and requires that the student apply the new knowledge in direct work with young children; that is, whether there is a requirement to demonstrate not only *knowledge* but also *skill*. Some data collection instruments reviewed by Maxwell and colleagues (2006) asked whether coursework in Formal Education included student teaching or a practicum.

We would pose the issue of whether items regarding a practice requirement should be more specific, asking not only whether there was a chance for Application of Skills in Practice, but also whether there was a process involving observation by an instructor, coach, or mentor in order to support and monitor appropriate implementation.

As can be seen in Appendix A, the item that we were able to locate that most closely addressed this issue came from the survey that the National Association of Child Care Resource and Referral (CCR&R) Agencies has completed with a sample of CCR&R Directors concerning Training. The item has been modified so that it pertains to Formal Education rather than to Training. The item suggested in Appendix A asks whether the respondent has completed any coursework that involved observation of her skill in working directly with children.

Training

Maxwell, Feild and Clifford (2006) note that the term Training is used inconsistently in data collection and research reporting: it sometimes refers to coursework in Formal Education, sometimes to professional development occurring outside of Formal

Education (such as in workshops), and sometimes broadly to all types of professional development. We adhere here to their recommendation for clarifying the terminology, defining Training as professional development that occurs outside of the context of Formal Education pursued for the receipt of credits toward a degree.

Maxwell, Feild and Clifford note that existing data collection instruments use many different terms for describing types of Training. Their review identified such terms as: in-service, informal, correspondence, workshops at professional meetings, training by referral or government agency, workshops in the community, conferences or workshops, internet, supervision and feedback, support person who comes to center/home, teleconferencing, continuing education or in-service training, professional development meetings.

The Workgroup on Defining and Measuring Early Childhood Professional Development has noted that this listing of types of Training actually encompasses multiple dimensions. The Workgroup proposed separating out and documenting the following dimensions of Training:

- *Auspice*
- *Format*
- *Mode of delivery*
- *Content*
- *Extent*
- *Recency*

We note preliminary recommendations for each of these.

Auspice

The organization offering or sponsoring the Training may be important in terms of such issues as whether there is oversight of the quality of the Training, the qualifications of those providing the Training, and whether the Training is approved to contribute towards a pre-service or in-service licensing requirement or towards a certificate.

Among the sources reviewed of possible items reviewed, we found that only the state surveys had information about *Auspice* of Training. Iowa's response options encompassed a range of sponsoring organizations, including Head Start, Iowa State Agencies and Community Colleges. This item is noted in Appendix A. The item is modified so that the wording is no longer specific to Iowa (e.g., referring to State Extension instead of Iowa State University Extension).

Format

A distinction identified by the Workgroup on Defining and Measuring Early Childhood Professional Development is that between Training provided in a single, stand-alone session or workshop, and Training provided through a planned sequence of sessions. An

implicit hypothesis is that Training in a planned sequence is likely to involve more in-depth and integrated content and materials than Training provided in an isolated session. The survey recently conducted by the National Association of Child Care Resource and Referral Agencies (NACCRRA) makes this distinction.

As can be seen in Appendix A, we recommend that the items regarding Format developed for the NACCRRA Director Survey (in part in response to input from the Workgroup on Defining and Measuring Early Childhood Professional Development) be revised so that they are addressed to the individual early childhood professional, rather than to a Child Care Resource and Referral Agency Director. As can be seen in the Appendix, we propose asking the respondent whether the training she has completed in the past year has all been in stand-alone format, all been in sequenced multiple-session format, or in both formats for different Training.

Mode of Delivery

According to the Workgroup on Defining and Measuring Early Childhood Professional Development, Mode of Delivery focuses on whether Training was provided in person or through a distance learning format (e.g., over the internet). In measuring Mode of Delivery, it may be important to provide further specification about the nature of distance learning beyond the fact that it does not occur in a face-to-face setting. For example, distance learning over the internet may or may not involve opportunities for interaction with others completing the same Training and with the instructor.

One of the further interesting issues emerging in research on early childhood professional development is the potential importance of providing training simultaneously to all those from the same early care and education classroom or facility, so that there is mutual understanding among staff and a consistent set of expectations for implementation (see Dickinson and Brady, 2006; Ginsburg et al., 2006). An issue for consideration is whether items regarding Mode of Delivery should address whether Training is provided simultaneously to early childhood staff from the same classroom or facility.

As can be seen in Appendix A, our preliminary recommendation is to use the item on Mode of Delivery developed for data collection in the District of Columbia. Response options for this item (as we have modified them) include: on-the-job training (one-on-one); group training – at the job location; group training – not at the job location; an on-line course using the internet; use of a video or DVD with a manual or other written materials; and other. While the existing item from the District of Columbia’s survey asks about “most desired method of training,” we have suggested revising the item to ask about formats of training the respondent has participated in during the past 12 months. It will be important here to follow up by noting if any further formats should be included among the response options.

Content

In their review of existing data collection instruments, Maxwell and colleagues found that while most instruments with a focus on Training collected information about the Content of the Training, studies usually did not analyze the data in light of Training Content. That is, much of the information was set aside rather than used in analyses.

Further, they found that there is no agreed-upon typology for describing the Content of Training, and many different categories have been used in different typologies. An interesting possibility is that the very large number of categories used to describe the Content of Training has impeded their usefulness. A smaller number of descriptors that is agreed upon and widely used could help in describing the Content of Training that respondents are receiving in different geographical areas, and the Content found to be most closely related to observed quality and child outcomes across different studies.

The Workgroup on Defining and Measuring Early Childhood Professional Development suggested using the CDA content areas and the areas identified in NAEYC's standards (Hyson, 2006) as starting points for a more delimited and clear set of descriptors of the Content of Training. As noted earlier, a typology for describing the Early Childhood Content of Formal Education that is already being used is the set of Core Knowledge Areas, utilized by the National Registry Alliance in reviewing transcripts from institutions of higher education for coursework related to early childhood or child development.

We recommend that it be a high priority to develop a typology for describing Content *that can be used in common* across Formal Education and Training. The Core Knowledge Areas used by the National Registry Alliance, the CDA content areas, and the areas identified in the NAEYC standards should all be reviewed as starting points. To address the issue of having categories that are both specific enough and yet not overwhelming in number, we recommend developing a typology with higher order categories and also subcategories, so that the respondent is not faced with a large number of apparently unrelated discrete items. So as to coordinate with the discussion above of the Content of Early Childhood Coursework, we note in Appendix A the suggestion to start with and extend the Core Knowledge Areas used by the National Registry Alliance. However we note also the importance of reviewing the content areas in the CDA and in NAEYC's standards, and building a typology that draws upon all three sources.

The same issues discussed above regarding Formal Education about respondent recall pertain here. That is, there should be careful consideration of whether self-report should be used, particularly for retrospective data, or whether there should be confirmation/verification of participation in Training.

Extent

Maxwell and colleagues note that published research tends to report on whether an individual has had *any* Training related to early childhood or child development. Yet it may be that more detailed information on Extent of Training would be informative in

describing the professional development of the workforce, and in predicting quality and child outcomes.

The Workgroup on Defining and Measuring Early Childhood Professional Development has noted that there is a lack of agreement as to the appropriate “metric” for describing the amount of Training an individual has received. For example, it is not clear if number of workshops completed should be the unit of analysis or whether hours of Training completed should be documented. Here again, there are issues with self-report vs. verified information.

As an initial recommendation, Appendix A notes an item based on the District of Columbia survey. The DC survey asks for the number of hours the respondent participates in Training each month. However it is not clear if Training occurs at about the same pace across months, and whether respondents will be able to provide an average if this is not the case. Accordingly, we have modified the item to ask about total number of hours that the respondent has participated in Training over the past 12 months. It would be helpful to have cognitive testing to determine if respondents have difficulty providing a total hours of participation over the past 12 months.

Recency

As with Formal Education, the possibility has been suggested that Recency of Training may be important to consider. Training completed within the past year or two may be more likely to affect practice. At the same time, such Training may be more likely to incorporate the most recent information about effective approaches in working with young children.

Our review of existing measures found that different surveys give different time intervals within which Training has been completed. For example:

- The NACCRRRA survey uses the response categories: within 6 months; within 1 year; within 2 years.
- The Head Start Impact Study asks about Training in the past year;
- The QUINCE Evaluation asks about Training in the past 2 years.

However most of the instruments we reviewed focused on Training completed in the past year. Accordingly, our item noted above on Extent of Training asks for total number of hours the respondent has participated in Training during the past 12 months.

Licensure

A number of existing data collection instruments that we reviewed ask about whether the respondent is currently Licensed or Registered, or is seeking to become Licensed or Registered. For example, in the QUINCE survey, an item asks the respondent whether she is Licensed, Registered, Legally Exempt or Neither. An issue in moving towards the Recommended Common Core is whether these distinctions are made in every state, and would be understood by respondents in the same way in different states.

A further issue to consider in developing a Recommended Common Core is whether an item should ask about whether the respondent is in the process of becoming Licensed or Registered, and not only about having attained these. The item in the Iowa survey, for example, asks “Are you currently registered or in the process of registering?”

Appendix A notes the item from the QUINCE survey, along with two suggestions for modification: to develop wording that is appropriate both for center and home-based child care, and to ask about whether the respondent is currently licensed or registered, or is working towards one or both of these.

Credentials

Maxwell et al. (2006) indicate that the terms credential, certificate and license are often used interchangeably in the early childhood research, though they are not necessarily the same. They propose using the construct Credential as the broadest, including certification of individuals, occupational licensing and accreditation of institutions. These authors note that Credentials are usually assigned by professional boards or associations, while occupational licensing is usually assigned by state governments. They also note that Credentials are often obtained after education is completed, as a further step in professional development, rather than as a result of the education. According to these authors, a further issue is that certification for those working with children younger than five is often handled by state departments of health and human services, while for children 5-8 it is often handled by state departments of education. Further, certification and licensing requirements vary substantially from state to state. “Although each term means something slightly different, all three convey a certain status to the holders and provide some assurance to consumers that the holders are qualified to provide designated services” (Maxwell et al., 2006, p. 34).

Maxwell and colleagues note that it is problematic in research studies when there is reference to a state-specific license or certification without further description of what this entails. That is, there is a tendency to fall back on labels widely understood within a state, but not beyond it. To help assure that research conducted in multiple states uses categories that are understood consistently by respondents across states, and that research within one state can be interpreted beyond it, it is important to include descriptive information about the requirements.

The Child Development Associate (CDA) is the Credential that is most frequently reported on in research. Maxwell et al., note that this is likely the case because this is a national program in existence for more than 25 years. An issue to note in reporting on the CDA is that the coursework requirement may be completed either within or outside of Formal Education.

The review carried out by Maxwell et al. indicates that some studies list many different types of Credentials, while others have more limited lists. A further issue is that some of the labels used are vague and difficult to interpret (e.g., “college early childhood

education certificate”). Maxwell and colleagues note that up until now, some of the certificates recorded in research are not directly related to early childhood education (e.g., nursing). They note that it may be less informative to ask about Credentials in related fields as requirements in early childhood become more specific.

Maxwell and colleagues recommend that measurement of Credentials:

- distinguish between currently pursuing a Credential vs. having attained it;
- include an item that specifically address teacher licenses granted by state departments of education;
- use state-specific terminology but include clarifying information that will make it possible for those outside of the state to understand the requirements;
- ask specifically about the CDA;
- include information regarding the ages and settings for which a license or certificate can be used.

As can be seen in Appendix A, our review of available items to draw upon for a Recommended Common Core found that an item from the NICHD Study or Early Child Care and Youth Development best addresses the recommendations above to ask separately about the CDA and to note a range of state-specific education certificates. There are a number of ways in which this item could be built upon and extended:

- We recommend adding to the NICHD item by listing the specific options for certificates available within states that data are being collected in, giving brief descriptions for each option so that they can be interpreted by those outside of a state. These brief descriptions should include child age range and setting a certificate is appropriate for.
- In keeping with the discussion by Maxwell and colleagues, we recommend asking both if respondents are currently pursuing or have received each Credential.

In the areas of Formal Education and Training, we noted that the issue of recency is emerging as of potential importance. An issue for further consideration is whether the recency of attaining a Credential is important as well.

Supports for Professional Development

The research on early childhood professional development notes many potential barriers to participation in professional development activities. For example, many early childhood educators have family responsibilities that make it difficult to participate in professional development beyond the usual hours of work. Early childhood professionals may not have participated at all in higher education, and may find a college setting daunting. Transportation and funding to pursue further professional development may be issues when early childhood educators/caregivers have limited earnings.

It may be useful for the Recommended Common Core to include measures about supports to pursue professional development. We see a potential distinction between two

types of support: (1) logistical and financial support to encourage participation; and (2) interpersonal encouragement to pursue professional development.

Logistical and Financial Support

The School and Staffing Survey has an item for teachers that we recommend as the basis for an item on supports to participate in particular professional development activities, but we suggest extending it with further response options. The item asks “For the professional development in which you participated in the past 12 months, did you receive the following types of support...”

- As noted, we recommend adding: provision of transportation, distance learning options, weekend or evening options, and professional development offered on-site.
- We also suggest adding from the QUINCE survey: training during the day related to professional development, paid planning time, training during the day, and formal recognition for excellence (e.g., award nights). Note that we have proposed slightly different wording for these additions.
- We propose asking the respondent not only which supports she has received, but also which was most helpful.

Interpersonal Encouragement

We would focus here on interpersonal support to make progress in professional development. There are a number of items that could be drawn upon. For example:

- The Head Start Impact Study survey has an item regarding peer learning: visiting other classrooms and talking with other providers;
- The Head Start Impact Study survey asks in detail about a mentor who works with a respondent on site;
- The QUINCE survey spells out specific professional organizations that the respondent may be member of;
- The QUINCE survey also asks about meetings of teachers at the facility to discuss work and progress.

We were not able to identify any items that ask directly whether the respondent feels a need for more support in her work. There is an item in the Iowa survey that asks if different supports would encourage the provider to stay longer in the profession. But the question does not make clear if more support is needed.

We recommend that the Common Core include several items concerning interpersonal support to pursue professional development. First, we recommend including a short series of items about whether someone has come to the respondent’s classroom or group to provide feedback, guidance and training in the past 12 months, how often, and what skills this person is working on with the respondent. Second, we recommend including an item like the one in QUINCE on a person or group who encourages the respondent’s development as an early care and education provider. We recommend including an item

about membership in a professional organization. Finally, we recommend an item about visiting another early care and education setting or speaking with other providers to get new ideas about helping children grow and develop.

Motivation for Professional Development

Purpose for Pursuing Professional Development

An issue in the research on early childhood professional development is whether the Purpose of pursuing the professional development is to fulfill a particular requirement (such as pre-service or in-service Training requirement), to qualify for an incentive at an individual level (such as higher salary) or a higher quality rating at a group level (such as accreditation or higher level in a state quality rating system), or if there is no requirement being addressed and the motivation is the individual's desire to extend knowledge and skill. Hegland has raised the possibility that the link between Training and the quality of the early care and education environment will differ according to whether or not the purpose is to fulfill a requirement (comment during Workshop on Defining and Measuring Early Childhood Professional Development, February, 2004).

Appendix A notes an item from the NICHD Study of Early Child Care and Youth Development that asks about the reasons a respondent participated in a particular course or workshop. It would be possible to modify this item to ask about coursework or workshops the respondent has participated in during the past year. We have suggested adding a response option that indicates general motivation to grow as a professional (e.g., "To continue to learn and grow as a professional").

Gaps in Professional Development

We note that once the specific content areas for Formal Education and Training have been developed, this framework could be used to ask respondents about perceived gaps in their professional development. This would be meaningful information both in planning to strengthen professional development at the systems level and in planning for individuals' professional development.

There is an item regarding perceived gaps in training in the survey from the NICHD Study of Early Child Care and Youth Development. We would suggest adapting it to use the same descriptions of Content developed to describe the Content of Formal Education and Training. We would also suggest modifying the wording so that it pertains to Formal Education as well as Training.

Future Plans

We recommend including a set of items that asks if, in the future, the respondent would seek out professional development from different sources and in different formats. We also suggest an item asking the respondent whether she perceives her work in early care and education as a career.

Contextual Information

An issue for the Recommended Common Core survey will be whether to include further contextual information about the respondent, for example, about the respondents' demographic characteristics, experience as an early childhood professional overall and in different types of settings. It may be very useful if those collecting the information regarding early childhood professional development using the Recommended Common Core items, also collect information about the respondents and the early care and education settings they work in using a common approach.

Appendix A includes a proposed set of items that would provide a context for the measures of early childhood professional development. The contextual information falls under two constructs: Demographic Information and Job Characteristics. As for the Recommended Common Core Items, the sources for each item are noted. Where an item from an existing survey has been modified, this is also noted.

Conclusion

The draft that is appended of a preliminary set of Recommended Common Core survey items for measuring early childhood professional development is intended as a focal point for feedback. Suggestions for extensions, alternative items, and for further modifications of items that have been included are actively sought. Updates of the draft will be made available. It is hoped that the survey will eventually serve as a useful resource to researchers, policymakers and those working to improve early childhood professional development. An important issue at this point in the process will be the question of whether some items should be considered part of a Recommended Common Core, but others "Core Plus," or items available to those with a specific interest in an issue. The identification of which items are "Core" and which are "Core Plus" will be essential if this distinction among the items is made

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Appendices

Recommended Common Core Survey Measures and Their Sources

**Draft Survey
July 3, 2007**

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Appendix A

Towards a Recommended Common Core Of Measures of Early Childhood Professional Development

**Draft Survey
July 3, 2007**

This is the set of recommended survey items to be used as a common core to document early childhood professional development. Many of the items here are adapted from other sources and sources are clearly noted. Appendix B gives the items that were used as sources as they appeared in their original surveys without the adaptations.



Sources Used in Developing Items for the Recommended Common Core Survey

| <u>Acronym</u> | <u>Survey Name</u> |
|-----------------------|--|
| NAEYC | Accreditation Data – NAEYC |
| | Accreditation Data - Other Credentialing Organizations |
| | Alaska Child Care Connection Provider Survey |
| | Arkansas NACCRA Child Care Connection Survey |
| CPS | Current Population Survey from BLS |
| CQO | Cost, Quality and Outcomes Study |
| ECEPD | Early Childhood Educator Professional Development Program |
| ECLS-B | Early Childhood Longitudinal Study - Birth Cohort |
| ECLS-K | Early Childhood Longitudinal Study - Kindergarten Cohort |
| EHS | Early Head Start Research Evaluation Project |
| | Early Head Start Research & Evaluation Study |
| | Evaluation of Child Care Subsidy Strategies |
| | Fast Response Survey System Classes Prior to K: 2000-2001 |
| | Florida Survey of Child Care Centers 2001 |
| FACES | Head Start Family and Child Experiences Survey |
| HSIS | Head Start Impact Study |
| PIR | Head Start's Program Information Reporting System |
| | Iowa Family Child Care Provider Survey |
| | Midwest Consortium |
| CCD | National Center for Education Statistics Common Core of Data |
| | Licensing Data |
| NACCRRRA | Nat'l Association of Child Care Resource & Referral Agencies Training Survey |
| NHES | National Household Education Survey |
| NRA | National Registry Alliance Common Core |
| NQIRS | North Star Quality Improvement Rating System |
| SECC | NICHD Study of Early Child Care and Youth Development |
| | Oregon Child Care Bargaining Survey |
| PCER | Preschool Curriculum Evaluation Research |
| QUINCE | Quality Interventions for Early Care and Education |
| | School Readiness Consortium |
| | Schools & Staffing Survey |
| | State Capacity Grantee: Connecticut |
| | State Capacity Grantee: Maine |
| | State Capacity Grantee: Massachusetts |
| | State Capacity Grantee: Oregon |

| | |
|--|--|
| | State Capacity Grantee: Rhode Island |
| | State Capacity Grantee: Wisconsin |
| | State Market Rate Surveys |
| | Tennessee Star Quality Child Care Program Report Card for Child Care Centers and Family Child Care Homes |
| | The Rural Early Childhood Mapping Initiative |
| | The Study of Children in Family Child Care and Relative Care |
| | UNC-G Early Childhood Professional Development Grant Needs Assessment Survey |
| | Washington State Child Care Provider Survey |
| | Welfare, Children, and Families Three-City Study |

SECTION D1:

Demographic Information

We would like to learn a bit about your personal background.

- 1. What is your gender?
 - Female
 - Male

- 2. Are you of Hispanic or Latino origin, including Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race?
 - Yes
 - No

[Source: QUINCE]

- 3. Which of the following best describes your racial group? *(Check one)*
 - White (Caucasian) Native Hawaiian or Other Pacific Islander
 - Black or African American Middle Eastern
 - Asian Biracial/multi-racial
 - American Indian or Alaska Native Other race or ethnicity—Not Hispanic
(specify): _____

[Source: QUINCE]

- 4. What state do you live in?: _____

- 5. What is your age? : _____ years

SECTION JC:

Job Characteristics

We would like to learn about your position as a care provider and early educator.

1. What is your job title? _____

2. Which of the following best describes the setting where you provide care?
 - Child's home
 - Your own home (if different from the child's)
 - Another home
 - Center-based program: child care center, preschool, pre-kindergarten, or Head Start
 - Kindergarten
 - Other (Please specify): _____

[Source: Modified categories from ECLSB]

3. Are you related to any of the children in your care?
 - Yes
 - No

4. Please indicate the five-digit zip code where your care facility is located: _____

5. How many years have you worked at your current facility or program?
PLEASE INDICATE THE NUMBER OF YEARS: _____
(please round up to the next full year)

6. During this time, how many years have you held your current position (for example, as an assistant teacher, lead teacher, child care home provider, etc.)?

PLEASE INDICATE THE NUMBER OF YEARS: _____
(please round up to the next full year)

7. How many years **TOTAL** have you worked in the early care and education field?

PLEASE INDICATE THE NUMBER OF YEARS: _____
(please round up to the next full year)

8. Does your facility or program provide early care and education continuously throughout the year or does it stop for a summer break or extended vacation?

- No summer break or extended vacation
- Closes for summer break or extended vacation

9. How many hours do you work in a typical week?

PLEASE INDICATE THE NUMBER OF HOURS: _____

(please round up to the next full number)

10. Do you start and stop work at about the same time (within an hour) every day, or does your daily schedule vary?

- Same schedule daily
- Schedule varies

11. If your schedule is consistent, what time do you begin work on a typical day?
(Hour: Minutes AM/PM): _____

12. If your schedule is consistent, what time do you end work on a typical day?
(Hour: Minutes AM/PM): _____

13. Do you receive an hourly wage or annual salary?

- Hourly
- Annual

14. If you receive an hourly wage, what is your wage per hour?

\$ _____ per hour

If you receive an annual salary, what is your salary per year?

\$ _____ per year

15. Please look at the following list of benefits which employers sometimes make available to their employees. Which of the benefits on this list do you currently receive as part of your job? PLEASE SELECT ALL THAT APPLY.

- Medical, surgical or hospitalization insurance which covers injuries or major illnesses off the job
- Life insurance that would cover your death for reasons not connected with your job
- Dental benefits
- Paid maternity or paternity leave
- Unpaid maternity or paternity leave which would allow you to return to the same job, or one similar to it
- A retirement plan other than Social Security
- A flexible work schedule
- Tuition reimbursement for certain types of schooling
- Company provided or subsidized child care
- Other (please indicate) _____
- None
- I am self-employed and have benefits but they don't come through the job or through a professional organization

[Source: Modified from the NLSY97 Round 6 questionnaire]

16. Is there another adult who is paid to help you in your classroom or with the children you care for in a home?

- Yes
- No

17. On a typical day, how many hours do you have another adult to help you in your classroom or with the group of children you care for in a home?

PLEASE INDICATE THE NUMBER OF HOURS: _____

(please round up to the next number)

18. What is the age range of the children you care for or teach?

Youngest child's age: _____ years old

Oldest child's age: _____ years old

19. Over the course of a typical week, what is the **TOTAL** number of children that you care for?

PLEASE INDICATE THE NUMBER OF CHILDREN: _____

20. How many of these children do you care for on a part-time basis (15 hours or less per week)?

PLEASE INDICATE THE NUMBER OF CHILDREN: _____

21. How many of these children do you care for on a full-time basis?

PLEASE INDICATE THE NUMBER OF CHILDREN: _____

22. Do any of the families of the children you care for pay using a child care subsidy?

- Yes
- No
- Don't know

IF YES, PLEASE INDICATE THE NUMBER OF CHILDREN _____

23. Of the **TOTAL** number of children that you care for in a typical week, how many children in your classroom or home-based groups are of Hispanic or Latino origin, including Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race?

PLEASE INDICATE THE NUMBER OF CHILDREN _____

[Source: Modified from QUINCE]

24. Of the **TOTAL** number of children that you care for in a typical week, how many children in your classroom or home-based group are...

PLEASE INDICATE THE NUMBER OF CHILDREN ON THE LINE TO THE RIGHT OF ANY BOX THAT YOU CHECK

- White (Caucasian) _____
- Black or African American _____
- Native Hawaiian or Other Pacific Islander _____
- Asian _____

- American Indian or Alaska Native _____
- Biracial/multi-racial _____
- Middle Eastern _____
- Other race or ethnicity—Not Hispanic (*please specify race or ethnicity and number children of each race or ethnicity*) _____

[Source: Modified from QUINCE]

25. Of the TOTAL number of children that you care for in a typical week, what number do you speak with:

- Mostly or all in English? _____
- Mostly or all in Spanish _____
- A mix of English and Spanish _____
- Mostly a language other than English or Spanish (*please specify other language*):

- A mix of English and a language other than Spanish (*please specify other language*):

[Source: Modified from QUINCE]

26. Of the TOTAL number of children that you care for in a typical week, how many children in your classroom or in the group you care for in a home have been diagnosed as having a medical condition or special needs? (Please include children with blindness, deafness, a mobility problem, Down Syndrome, a learning disability, or attention deficit disorder).

- # of Children with special needs : _____

[Source: Partial list of conditions from ECLS-B]

SECTION FE:

Formal Education

Those working in early care and education have all different types of training and education. We would like to know more about your formal education – that is, any education or coursework you have completed in high school, college, or graduate school. Please include here only credit-bearing coursework that contributed to a degree.

1. What is the highest grade or year of school that you completed?

- Up to 8th grade
- 9th to 11th grade
- 12th grade, but no diploma
- High school diploma
- High school equivalent (for example, GED)
- Vocational or technical program after high school
- Some college courses but not a degree
Please describe the coursework you have completed: _____

- Associate’s degree
- Bachelor’s degree
- Graduate or professional school but no degree
Please describe the coursework you have completed: _____

- Master’s degree (MA; MS)
- Doctorate degree (PhD; Ed.D.)
- Professional degree after bachelor’s degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)

[Source: Modified from the Head Start Impact Study]

2. If you have a college or graduate degree (e.g., Associate, Bachelor’s, Master’s, Ed.D., Ph.D.) was it in...
- No college or graduate degree
 - Early childhood education
 - Elementary education

- Special education
- Another field of education
- Child development
- Clinical/counseling psychology
- Other field of psychology
- Social work
- Nursing or other health field
- Another field PLEASE SPECIFY: _____

[Source: Modified from the Study of Early Child Care and Youth Development]

3. If you have taken any college-level coursework in early childhood education or development, please mark all the content areas covered by your course(s):

- No college-level coursework in early childhood education or development
- Overview of child growth and development
- General knowledge of teaching and how children learn
- Classroom management and discipline
- Observing, documenting and assessing children's progress and development
- Using a curriculum
- Family and community relationships
- Health, safety and nutrition practices
- Early language and literacy development
- Early mathematics
- Early science
- Early social and emotional development
- Early physical development
- Transition to school
- Working with infants and toddlers
- Working with preschool-age children
- Working with children with special needs
- Working with English Language Learners
- Administration and management

- Early childhood education as a profession
- Policy for early childhood

[Source: Adapted from the Core Knowledge Areas suggested by the National Registry Alliance.]

4. In the space provided below, please indicate the number of college credits you have earned with a focus on early childhood education or development at each college or institution of higher education you have attended:

- No college credits from courses with a focus on early childhood education or development

(a) Name of college/institution of higher education:

Number of credits earned in courses with a focus on early childhood education or development:

(b) Name of college/institution of higher education: _____

Number of credits earned in courses with a focus on early childhood education or development:: _____

(c) Name of college/institution of higher education: _____

Number of credits earned in courses with a focus on early childhood education or development: _____

[Source: National Registry Alliance]

5. How recently did you participate in your most recent course in early childhood education or development at one of these colleges/institutions of higher education?

- No college credits from courses with a focus on early childhood education or development
- participated within the past 6 months
- participated 6 to 11 months ago
- participated 12-23 months ago

- participated 24-35 months ago
- participated 36 months ago or more

6. Did any of the coursework in early childhood education or development that you completed within the past 12 months include direct observation of your skill in working with children?

- No college credits from courses with a focus on early childhood education or development within the past 12 months
- Yes,
- No

[Source: Modified from the National Association of Child Care Resource and Referral Agencies]

SECTION TR:

Training

We would like to know also about any training you have received – that is any workshops or courses that helped prepare you for your work but that did not provide credit towards a higher education degree. Sometimes workshops or short-term courses may be offered at a university, but they do not lead to a degree. Please include here only professional development not providing credit towards a degree.

1. In the past 12 months, have you received training from the following sources that did not count towards a degree? PLEASE CHECK ALL SOURCES OF TRAINING

I have not participated in training in the past 12 months

I received training from:

- Resource & Referral Agency
- Head Start
- Child & Adult Care Food Program (CACFP)
- Education Agency
- State Extension Group
- Community college (but without earning credit towards a degree)
- College or university (but without earning credit towards a degree)
- Consultation in your classroom or home-based care setting
- Other (please specify): _____

[Source: Modified from Iowa survey]

2. Did the training you received in the past 12 months use...

A single-session format (e.g., a single Saturday morning session)?

- Yes No

A sequenced, multiple-session format
(e.g., a session every Tuesday evening for a period of weeks)?

- Yes No

Both of these formats in different trainings?

- Yes No

I have not participated in training in the past 12 months

[Source: Modified from NACCRRA Director Survey]

3. In the past 12 months, where did you participate in training?
PLEASE MARK ALL THAT APPLY

- On-the-job training (one-on-one)
- Group training – at your job location
- Group training – at a location other than your job
- Online course using the internet
- Used a video or DVD and a manual or other written materials
- Other (please list): _____

- I have not participated in training in the past 12 months

[Source: Modified from DC Survey]

4. If you have received any training in the past 12 months, please mark all the content areas covered by your training:
PLEASE MARK ALL THAT APPLY

- No training in the past 12 months

- Overview of child growth and development
- General knowledge of teaching and how children learn
- Classroom management and discipline
- Observing, documenting and assessing children's progress and development
- Using a curriculum
- Family and community relationships
- Health, safety and nutrition practices

- Early language and literacy development
- Early mathematics
- Early science
- Early social and emotional development
- Early physical development
- Transition to school

- Working with infants and toddlers
- Working with preschool-age children
- Working with children with special needs
- Working with English Language Learners

- Administration and management
- Early childhood education as a profession
- Policy for early childhood

5. How many hours of training did you participate in overall during the past 12 months?

NUMBER OF HOURS: _____

SECTION LI:

Licensure

Many early care and education providers are registered or licensed by their state or local government.

1. Are you currently registered or licensed within your state?

Registered

Licensed

If yes, what type of license do you have?

Other

If other, please specify:

Neither registered or licensed

[Source: Modified from QUINCE]

2. If you are not registered or licensed, are you working to obtain one of these?

Currently working to become registered

Currently working to become licensed

Not working towards either at present

Not applicable: currently registered or licensed

SECTION CR:

Credentials

Beyond being registered or licensed, some early care and education providers have a credential.

1. Do you have any kind of certificate or credential in early care and education? What is it?

PLEASE CHECK ALL THAT APPLY

- Do not have a certificate or credential

Have:

- A Child Development Associate (CDA) credential
- A state certificate to teach or work with young children.

Please indicate age range of children:

Please give the name of the certificate:

- A state certificate in elementary education.

Please give the name of the certificate:

- A state certificate in secondary education.

Please give the name of the certificate:

- A state certificate in special education.

Please give the name of the certificate:

- Another state education certificate.

Please give the name of the certificate:

- Other certificate or credential.

Please give the name:

[Source: Modified from Study of Early Child Care and Youth Development

2. Are you currently working to complete any kind of certificate or credential in early care and education? What is it?

PLEASE CHECK ALL THAT APPLY

- Not currently working towards a certificate or credential

- A Child Development Associate (CDA) credential
- A state certificate to teach or work with young children.

Please indicate age range of children:

Please give the name of the certificate:

- A state certificate in elementary education.

Please give the name of the certificate:

- A state certificate in secondary education.

Please give the name of the certificate:

- A state certificate in special education.

Please give the name of the certificate:

- Another state education certificate.

Please give the name of the certificate:

- Other certificate or credential.

Please give the name:

[Source: Modified from Study of Early Child Care and Youth Development see Appendix B # CR1

SECTION SPD:

Supports for Professional Development

Sometimes it can be difficult to participate in professional development activities, such as education, training, or completing licensure or credentials. We are interested in learning about any support you receive that helps you participate in professional development.

1. For any of the professional development activities in which you participated in the past 12 months, did you receive the following types of support?

PLEASE CHECK ALL THAT APPLY

- Paid preparation/planning time
- Paid time to attend professional development activity
- Formal recognition for completion of professional development (e.g., awards night)
- Transportation provided to get to class or workshop
- Substitute teacher provided when needed
- Tuition assistance
- Ways that allowed you to participate in professional development that didn't take you away from the classroom or group of children you care for (such as distance learning courses or weekend classes)
- Other
(please specify): _____

[Source: Modified from QUINCE]

2. Which one of these supports did you find most helpful?

- Paid preparation/planning time
- Paid time to attend professional development
- Formal recognition for completion of professional development (e.g., awards night)
- Transportation provided to get to class or workshop
- Substitute teachers provided when needed
- Tuition assistance
- Ways that allowed you to participate in professional development that didn't take you away from the classroom or group of children you care for (such as distance learning courses or weekend classes)
- Other
(please specify): _____

3. Some people who care for children have another adult who comes to their classroom or the group they care for at home on a regular basis to provide feedback and guidance. In the past 12 months, has someone come to your class or group in this way?

Yes

APPROXIMATE NUMBER OF VISITS IN PAST 12 MONTHS: _____

No

[Source: Modified from Head Start Impact Survey.]

4. What skills is this person working on with you? PLEASE EXPLAIN

5. Is there a person or a group who especially encourages your development as an early care and education provider?

PLEASE CHECK ALL THAT APPLY

My spouse/partner

Another family member

A friend

A caregiver or early educator support network

A visitor from the Child and Adult Care Food Program

A co-worker or former co-worker

A supervisor or former supervisor

Someone from a local early care and education agency

Someone who visits regularly, like a coach or mentor

Other (please specify): _____

[Source: Modified from QUINCE]

6. Do you belong to any professional early care and education or early childhood organizations, such as the National Association for Family Child Care or the National Association for the Education of Young Children?

Yes (please give the organization's name):

No

[Source: Modified from Study of Early Child Care and Youth Development]

7. In the past 12 months, have you visited other early care and education settings or spoken to other providers to get new ideas about helping children grow and develop?

Yes

No

[Source: Head Start Impact Study]

SECTION MPD:

Motivations for Professional Development

There are many reasons early childhood caregivers and educators participate in professional development activities.

1. Why did you participate in professional development activities in the past 12 months?

PLEASE SELECT THE TOP 1 OR 2 REASONS

- Did not participate in professional development in past 12 months

- To do my job better
- To continue growing as a professional
- To help the children I work with grow and develop
- To meet requirements for registration or a license
- For a credential
- For a job requirement
- To receive a wage supplement
- To qualify for a higher quality rating for my classroom or facility
- To work towards accreditation requirements
- Other (please specify): _____

[Source: Modified from Study of Early Child Care and Youth Development]

2. In the future, in which content areas, if any, would you seek out professional development activities?

PLEASE CHECK ALL THAT APPLY

- Overview of child growth and development
- General knowledge of teaching and how children learn
- Classroom management and discipline
- Observing, documenting and assessing children's progress and development
- Using a curriculum
- Family and community relationships
- Health, safety and nutrition practices

- Early language and literacy development
- Early mathematics
- Early science
- Early social and emotional development
- Early physical development
- Transition to school

- Working with infants and toddlers
- Working with preschool-age children
- Working with children with special needs
- Working with English Language Learners

- Administration and management
- Early childhood education as a profession
- Policy for early childhood

[Source: Modified from Study of Early Child Care and Youth Development

3. In the future, would you seek out professional development from any of the following sources?

- | | | |
|--|------------------------------|-----------------------------|
| Resource & Referral Agency | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| State or Local Child Care Agency | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Head Start | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Child & Adult Care Food Program | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Education Agency | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| State Extension Group | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Community college (towards a degree) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| College or university (towards a degree) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Community college (not towards a degree) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| College or university (not towards a degree) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Consultation in your home | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| (please specify): _____ | | |

4. In the future, would you seek out training in any of the following formats?

- | | | |
|------------------------------------|------------------------------|-----------------------------|
| Single-session format | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Sequenced, multiple-session format | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

5. In the future, would you seek out professional development delivered in the following settings?

- | | | |
|--|------------------------------|-----------------------------|
| On-the-job training (one-on-one) | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Group training –at your job location | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Group training – at a location other than your job | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Online course using the internet | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Using a video or DVD and manual or other written materials | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| Other (Please specify): _____ | | |

6. Do you consider your work in early care and education a short-term job or a long-term career?

- Short-term job
 Long-term career

7. Is there anything else you would like to share about the professional development you have participated in or would like to participate in?

Thank you for your time!

APPENDIX B

Original Sources for Survey Items for the Recommended Common Core of Measures of Early Childhood Professional Development

**Draft Survey
July 3, 2007**

While Appendix A is the set of recommended survey items to be used as a common core to document early childhood professional development, Appendix B includes the original sources for these items. Appendix B gives the items as they appeared in their original surveys without the adaptations noted in Appendix A.

JC 2. Child care categories from ECLS-B parent survey:

1. No nonparental care
2. Relative care in child's home
3. Relative care in another home
4. Relative care, location varies
5. Nonrelative care in child's home
6. Nonrelative care in another home
7. Nonrelative care, location varies
8. Center-based program
9. Equal time in multiple arrangements

[Source: Categories from ECLS-B 9-month parent survey]

JC 15. Please look at the following list of benefits which employers sometimes make available to their employees. At this time, which of the benefits on this list would it be possible for you to receive as part of your job with this employer?

- None
- Medical, surgical or hospitalization insurance which covers injuries or major illnesses off the job
- Life insurance that would cover your death for reasons not connected with your job
- Dental benefits
- Paid maternity or paternity leave
- Unpaid maternity or paternity leave which would allow you to return to the same job, or one similar to it
- A retirement plan other than Social Security
- A flexible work schedule
- Tuition reimbursement for certain types of schooling
- Company provided or subsidized childcare
- Employee Stock Ownership Plan(s)
- Company provided or subsidized childcare

[Source: NLSY97 Round 6 questionnaire]

JC 23. Are you of Hispanic or Latino origin, including Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race?

- Yes
- No

[Source: QUINCE]

JC 24. Which of the following best describes your racial group? (*Check one*)

- White (Caucasian)
- Native Hawaiian or Other Pacific Islander
- Black or African American
- Middle Eastern

Asian

Biracial/multi-racial

American Indian or Alaska Native

Other race or ethnicity—Not Hispanic
(specify): _____

[Source: QUINCE]

JC 25. What language do you speak at home with family members? (Check one)

a. Mostly or all English

b. Mostly or all Spanish

c. A mix of English and Spanish

d. Mostly a language other than English or Spanish (specify other language):

e. A mix of English and a language other than Spanish (specify other language):

[Source: QUINCE]

JC 26. Has a doctor ever told you that [CHILD/TWIN] has the following conditions?

a. Blindness?

b. Difficulty seeing, including nearsightedness and farsightedness?

c. Difficulty hearing or deafness? (Do not include a temporary loss of hearing due to a cold or congestion.)

d. A cleft lip or palate?

e. A heart defect?

f. Failure to thrive?

g. A problem with mobility or using {his/her} legs to get around?

h. A problem with using {his/her} arms or hands?

i. Down Syndrome?

j. Turner's Syndrome?

k. Spina Bifida?

l. Any other types of special needs or limitations?

[Source: ECLS-B 9-month survey]

FE 1. What is the highest grade or year of school that you completed?

Up to 8th grade

9th to 11th grade

12th grade, but no diploma

High school diploma

High school equivalent

Voc/tech program after high school

Some college courses but no degree

Associate's degree

Bachelor's degree

Graduate or professional school but no degree

Master's degree (MA; MS)

- Doctorate degree (PhD; Ed.D.)
- Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.)

[Source: Head Start Impact Survey]

FE 2. If you have a college or graduate degree (e.g., Associate, Bachelor's, Master's, Ed.D., Ph.D.) what area is it in?

- No college or graduate degree
- Early childhood education
- Elementary education
- Special education
- Another field of education
- Child development

- Clinical/counseling psychology
- Other field of psychology
- Social work
- Nursing or other health field
- Another field, SPECIFY: _____

[Source: Study of Early Child Care and Youth Development]

FE 3. NRA's original list of suggested core content areas:

- Child growth and development
- Health safety and nutrition
- Teaching and learning
- Observing, documenting and assessing
- Family and community relationships
- Administration and management
- Early childhood education profession and policy

[Source: National Registry Alliance]

FE 6. Do you try to determine the impact of the training you provide directly or through other organizations on participants' knowledge and/or skills?

- Do not do any formal assessment or evaluation of training
- Pre- and post-assessment of participants' knowledge
- Participant self-assessment

- Formal observation of participants' skills in care-taking setting
- Other (please describe): _____

[Source: National Association of Child Care Resource and Referral Agencies (NACCRRRA) Director Survey]

TR 1. In the past 12 months, have you received training from the following sources? If YES, did the training have a positive effect on the quality of care you provide? (shouldn't these be separate questions or split into two columns – receiving training, had an impact?)

| | Received training? | | Positive effect? | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| | No | Yes | No | Yes |
| <input type="checkbox"/> Head Start | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Child & Adult Care Food Program (CACFP)..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Resource & Referral Agency..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> ISU Extension..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Area Education Agency (AEA) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Community college | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> College or university..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Consultation in your home..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> Other (please specify):..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

[Source: Iowa State Survey]

TR 2. The core set of classes or workshops involves: [CHECK ONE]

- separate, stand-alone classes or workshops that providers have a specific amount of time to complete
- a sequence or series of classes or workshops in a planned combination that providers must complete within a specific time period
- both stand alone AND planned sequence of classes or workshops can contribute toward completion of the core set of suggested classes or workshops
- other format for the core set of classes or workshops (please describe): _____

[Source: NACCRRRA Director Survey]

TR 3. What is the most desired method of training delivery for you? (Select only one)

- On-the-job training (one-on-one)

- Group training – on the premises
- Group training – off the premises
(where): _____
- Individual instruction with video and manual/handouts
- Satellite seminar
- Other (please list): _____

[Source: DC Survey]

LI 1. Are you licensed or registered within your state? CHECK ONE

- Licensed
If yes, what type of license does your center have?:

- Registered
- Neither licensed nor registered but legally exempt
- Not licensed or registered

[Source: QUINCE]

CR 1. Do you have any kind of certificate or credential in early childhood education or child care? What is it? MARK ALL THAT APPLY

- A state certificate in early childhood education
- A state certificate in nursery/prekindergarten education
- A state certificate in elementary education
- A state certificate in secondary education
- A state certificate in special education
- Another state education certificate
- A Child Development Associate (CDA) credential
- Other license, certificate or credential: SPECIFY _____

[Source: Study of Early Child Care and Youth Development]

SPD1. Which of the professional development activities do you or your center provide to teachers?

- Formal conferences with teachers to talk with them about their work and progress
- Training during the school day related to teacher development (provided by you or others)
- Training after school or on the weekend related to teacher development (paid time)
- Attendance at regional, state or national early childhood conferences
- Paid preparation/planning time
- Formal recognition for excellence (awards night, etc.)
- Participation in a mentor program

- Substitute teachers provided when needed
- Other (please specify): _____

[Source: QUINCE]

SPD 3. Some people who care for children have another adult – sometimes called a mentor who observes them on a regular basis and provides feedback, guidance and training to help improve their skills in caring for child. Since September, has someone mentored you?

- Yes
- No

[Source: Head Start Impact Study]

SPD 5. Is there a person or a group who especially encourages your development as a early care and education provider? CHECK ALL THAT APPLY

- My spouse/partner
- Another family member
- Friend
- A caregiver support network
- Co-worker or former co-worker
- Supervisor or former supervisor
- A local early care and education agency

[Source: QUINCE]

SPD 6. Do you belong to any professional early care and education or early childhood organizations, such as the National Association for Family Day Care?

[Source: Study of Early Child Care and Youth Development]

MPD1. Why did you participate in a course or workshop in the past year? SELECT TOP 1 OR 2 REASONS

- To help the kids
- To meet licensing requirements
- To qualify for tiered reimbursement
- For accreditation
- For a credential
- To receive a wage supplement
- To do my job better
- Other (please specify): _____

[Source: Study of Early Child Care and Youth Development]

MPD2. Do you feel that there are any gaps in your training for the work that you are doing now?
In what areas?

- Child development: Cognitive/intellectual/language development
- Child development: Social/emotional development
- Child development: Physical growth and motor skills
- Planning curriculum
- Working with parents
- Health or safety (including contagious disease control, hygiene, sanitation, first aide, child abuse prevention)
- Managing/disciplining children
- Program administration
- Other (please specify): _____

[Source: Study of Early Child Care and Youth Development]